DOCUMENT RESUME

ED 458 907 JC 020 019

TITLE	Glendale Community College: College Services Annual Report, 2000-2001.
INSTITUTION	Glendale Community Coll., CA.
PUB DATE	2000-00-00
NOTE	30p.; For the 1999-2000 Annual Report, see ED 448 850.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Accessibility (for Disabled); *Ancillary School Services; Annual Reports; Athletics; Career Counseling; Outreach Programs; Service Learning; Student Financial Aid; *Student Personnel Services; Tutorial Programs; Tutoring; Tutors; Two Year Colleges; Womens Athletics
IDENTIFIERS	*Glendale Community College CA

ABSTRACT

This annual report summarizes the college services activities of Glendale Community College during the 2000-2001 academic year. It describes changes and accomplishments in the following areas: (1) admissions and records; (2) college services division; (3) disabled students programs and services; (4) extended opportunity programs and services; (5) financial aid; (6) health center; (7) library and learning resources; (8) retention services; (9) student affairs (including the bookstore and athletics, among others); and (10) student services (including academic counseling and career center, among others. Highlights include: (1) 46 student-success workshops were offered to first-time probation students; (2) the Disabled Students Program provided services for 1,699 students; (3) approximately $11 million in state and federal aid was disbursed to over 7,800 students; (4) the Health Center implemented an electronic medical records system and plans to implement a Saturday Health Center Program; (5) students now have automatic access to the library's licensed electronic databases, and a 24/7 self-help reference question database is being developed; (6) the Office of Retention Services completed its first year, and the college's overall retention rate increased 1.2%, while the new student retention rate increased 4.7%; and (7) the Scholarship Program awarded a total of $285,172 in scholarships, grants, and other awards. (NB)

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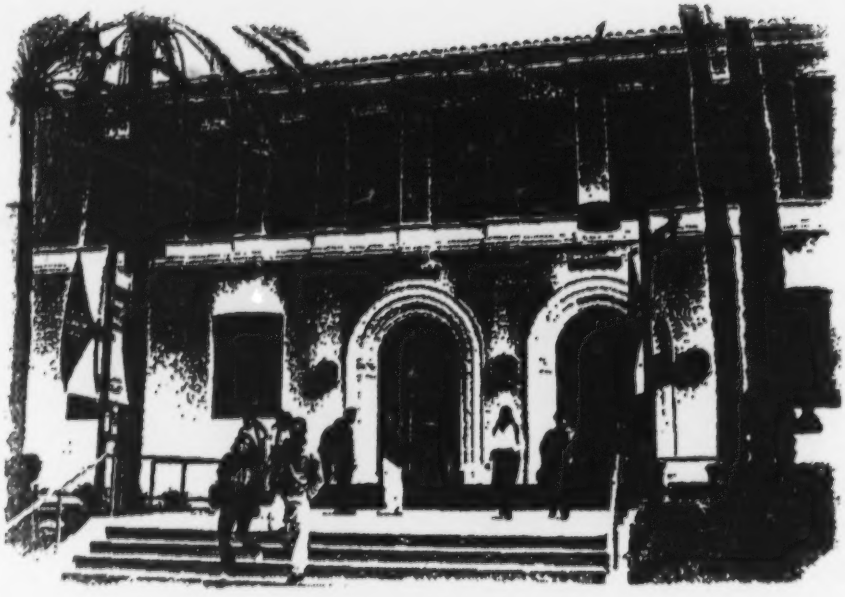

GLENDALE COMMUNITY COLLEGE

COLLEGE SERVICES

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Annual Report
2000 – 2001

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.....ADMISSIONS AND RECORDS

ADMISSIONS AND RECORDS - Admissions and Records had a very productive 2000-2001 academic year. An Admissions and Records web site was created to provide important information for students, including graduation requirements, frequently asked questions, residency and STARS registration information. By accessing the A&R web site that is linked to the Glendale Community College Home page, students can download and print Admissions and Records forms and link to the Assessment web site, the College orientation program and the College catalog. The A&R site can help students use their time more efficiently and save many trips to the College.

In the Fall 2000, class rosters were offered on-line, including address and telephone number rosters. The class rosters indicate adds/drops and the corresponding dates. They are updated each night, and faculty can access them from campus or home with a College e-mail address and a password. This is the preliminary step in eliminating the paper rosters and completing all instructor drops and eventually grades on-line.

Admissions and Records was able to purchase an upgrade for the telephone registration (STARS) program. If a student is told the class of choice is closed, the student can hear the open classes for that particular course. Furthermore, the upgrade includes on-line registration. The AIS Department is implementing our design as this bulletin goes to print. Students will be able to register on-line in November for the winter inter-session.

ASSESSMENT - The Assessment Center moved to a new location: the San Fernando Complex, Room 112. This is a state-of-the art testing facility with NOVA workstations, upgraded computers, and increased testing software. The fee-based testing program was expanded with the addition of Microsoft Certification testing. Over 17,000 placement tests in English, Math, Chemistry, Credit and Non-Credit ESL were administered during the last year.

.....COLLEGE SERVICES DIVISION

Forty-six student success workshops were offered during the year to first-time probation students. A revision of all evaluations for College Services members was completed and adopted by the Guild. A caseload model for restructuring counseling services has been under development by division members and will be implemented in Fall 2001. The Division also prepared a major policy document on faculty hiring and sent to the Academic Senate.

DISABLED STUDENTS PROGRAMS .....AND SERVICES (DSP&S)

During the past year, our Disabled Students Program reached record heights: we provided services to 1,699 students. We are fortunate to have an additional learning disabilities specialist join our ranks to meet our students' ever-increasing accommodation and service needs. This year's goals will focus on intensifying services for vocational and transfer-oriented students.

EXTENDED OPPORTUNITY PROGRAMS .....AND SERVICES (EOP&S)

During the 2000-2001 academic year, five hundred sixteen new students were admitted to the EOPS Program. Seventy-eight continuing students successfully completed their academic requirements for graduation, with nineteen AA's and fifty-nine certificates. Fifty-eight students received GCC scholarships.

Five hundred ninety-nine students received EOPS grants ranging from fifty to nine hundred dollars for total grants awarded of over three hundred ninety-five thousand dollars.

Finally, one thousand two hundred eighty-three students were issued EOPS book vouchers, at two hundred dollars per student for a total amount of over two hundred fifty-six thousand dollars.

Glendale Community College participates in federal and state student aid programs. The federal student aid programs include Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal College Work-Study and federal student loans. State programs administered by the Financial Aid Office are the BOG (Board of Governors') Enrollment Fee Waivers and Cal Grant programs.

The financial aid program at GCC continues to grow and up to 250 students per day visit the Financial Aid Office. During the 2000 - 2001 school year, over 8,100 federal financial aid applications (Free Application for Federal Student Aid – FAFSA forms) were received, along with 40,000 supplemental documents requested from students and processed by the office. Approximately $11 million in federal and state aid was disbursed to over 7,800 students. 6,400 students received BOG fee waivers. The aggregate calculated financial need for all students who submitted a federal FAFSA financial aid application to GCC was approximately $57,400,000, leaving an unmet need gap of $45,900,000.

ACCOMPLISHMENTS DURING 2000-2001:

The Financial Aid Office made some major changes to make the financial aid application process easier for students:

1. Eliminated the Financial Aid Supplemental Form

In previous years, only students who submitted this form were considered for financial aid. Eliminating the form will increase the number of students receiving financial aid for the 2001-2002 academic year.

2. Eliminated the Summer Financial Aid Application form

In previous years, this form was a requirement to be considered for a Summer Pell Grant. Elimination of this form increased the number of students receiving grants from 494 students during Summer 2000 to over 900 students receiving Pell grants for Summer 2001.

3. Automatic Submission of GPAs for Cal Grant

Nance Spray worked with AIS to develop this process to automatically submit all students' GPAs to the state to meet both the March 2nd and September 2nd Cal Grant Application deadlines. As a result, students who submitted a FAFSA did not have to submit a separate GPA Verification Form and were automatically included in the state-wide pool of Cal Grant Applicants. This has created a significant increase in Cal Grant recipients for the 2001-2002 year.

4. Forms are now available on the Web site

The Financial Aid Office pages have been updated and the most common forms required by the Financial Aid Office can now be down-loaded by students via our college web site. Dennis Schroeder, Assistant Director, has developed a web site that ranks among the three most complete and well designed of any community college in the state.

5. Developed more student-friendly publications

Financial Aid forms are now provided to students in an attractive folder designed by staff members, Nance Spray and Oda Goodbarian. The folder helps students to organize and maintain their financial aid records.

6. Transfer Center and EOPS Liaison

Oda Goodbarian, Financial Aid Technician, works closely with the Transfer Center and the EOPS Office to provide financial aid services that meet those students' specific needs. She created a financial aid brochure specifically for transfer students.

Other:

Representing the American Association of Community Colleges (AACC), the Associate Dean participated in several meetings with the USDE to develop alternative statutory and regulatory language to the current 12-hour rule and 50% restrictions that limit the financial aid eligibility of students in non-traditional and distance education programs.

PROGRESS ON GOALS FOR 2000-2001:

1. Increase student access to financial aid.
   Eliminated Supplemental Form and Summer Aid Application form. Also, changed office procedures to put BOGs on the system as soon as an ISIR is received instead of waiting for the BOG Application.

2. Implement document imaging for archive-ready records.
   Project delayed and will start this summer.

3. Implement Student Loan Clearinghouse system for SSCR reports.
   Completed by A&R and AIS.

4. Review office systems for ways to expedite processing of student application files.
   Eliminated Supplemental Form and Summer Application. Changed process to send tracking letters even if student does not yet have a GCC ID number.

5. Develop financial aid brochures for Transfer Center, Study Abroad and other special programs.
   Completed Transfer Brochure. Will schedule other brochures for 2001-2002.

6. Develop financial aid handbook for counselors.
   In process.

7. Review the windows version of the SAFERS software.
   In process.

GOALS FOR 2001 – 2002:

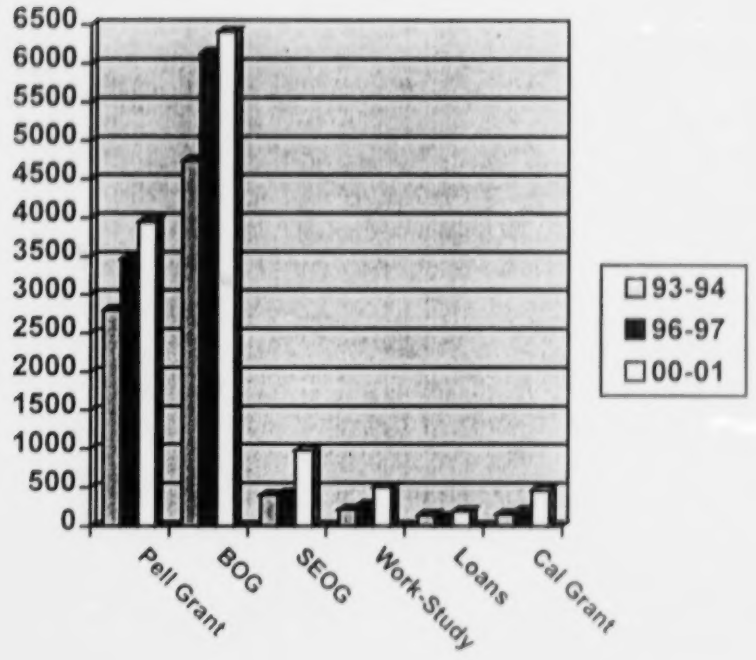
1. Develop advertising strategies to alert more students to the availability of student aid.
2. Develop closer relationship with local high schools, particularly regarding providing information regarding Cal Grant programs.
3. Develop more program-specific brochures (Study Abroad, etc.)
4. Complete counselor financial aid information handbook.

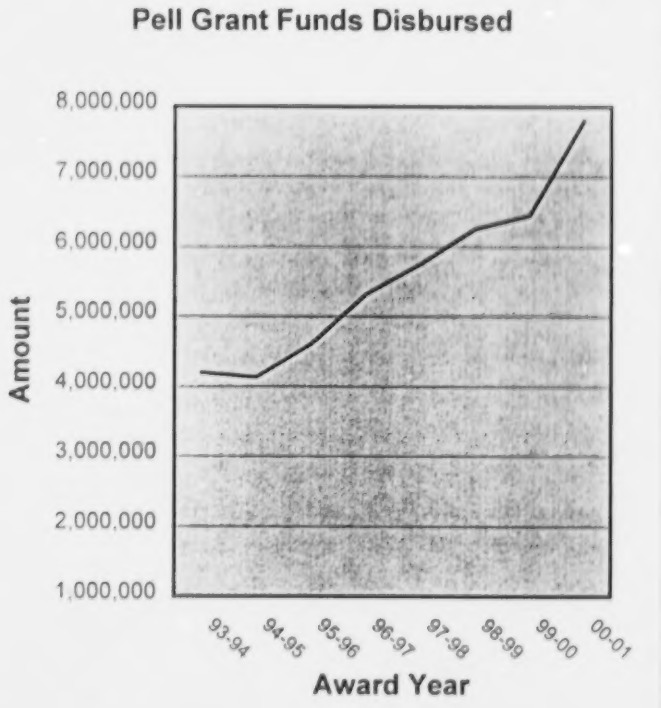
GLENDALE COLLEGE FINANCIAL AID PROGRAMS: COMPARATIVE DATA

NOTE: Student Total = unduplicated head count

	93-94		94-95		95-96		96-97		97-98		98-99		99 - 00		2000-2001	
	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud.
PELL Grants	$ 4,191,510	2,801	$ 4,131,254	2,952	$ 4,598,011	3,100	$ 5,311,452	3,469	$ 5,750,184	3,431	$ 6,252,000	3428	$ 6,442,779	3,470	$ 7,806,961	3,949
BOG – A Waivers	378,297	1,776	549,225	2,286	406,959	1,694	445,900	1,922	499,830	2,122	402,541	2058	363,691	2,020	355,060	1,825
BOG – B Waivers	561,073	2,504	533,721	2,398	698,652	3,095	744,074	3,218	688,311	2,997	599,848	3713	570,438	3,455	725,587	3,428
BOG – C Waivers	95,133	459	128,940	604	173,810	796	231,504	992	235,449	1,020	226,000	1530	306,563	1,691	248,761	1,155
SEOG Grants	168,900	399	159,500	588	159,950	312	188,800	422	194,750	1,117	247,250	884	349,375	1,147	322,655	979
Work-Study	230,859	211	260,251	259	264,595	255	276,057	265	340,965	295	400,066	338	375,780	346	410,935	504
EOPS Grants	175,972	363	169,655	353	178,780	299	282,696	615	279,670	656	299,095	622	314,997	588	381,973	591
Student Loans	365,808	139	528,313	192	302,535	107	292,741	111	186,481	82	144,318	61	379,251	126	436,525	189
CAL Grants	160,660	151	193,720	204	208,004	203	220,252	196	230,342	205	231,468	217	298,371	302	482,737	465
TOTAL	$6,328,212	5,811	$6,654,579	6,275	$6,991,296	6,681	$7,993,476	7,051	$8,442,508	7,236	$8,802,586	7,682	$9,401,245	7,481	$11,171,194	7,882

Students Receiving Financial Aid





Between the 1993-4 and last year, the number of students receiving some type of financial aid increased from 5,811 to 7,882, representing a 36% increase. The total amount of aid disbursed to students has increased by 76% in that same time period. This is mostly a result of increases in the Pell Grant program. However, because of the impact of the Pell tuition-sensitivity provision in the Higher Education Act that prevents our students from receiving the full maximum grant, the rate of increase should lessen from year to year.

HEALTH CENTER

This has been a good year for the Health Center. We have moved into the 21st century and continue to meet the varied needs of the students. "Work in Progress" was the theme for this past year. In 2000-01, we implemented an electronic medical records system, became a clinical site for the Dietary Interns from California Polytechnic University, Pomona, and purchased Automatic Electronic Defibrillators for the campus. Our goals for the next year include: expanding our electronic medical records utilization, implementing a Saturday Health Center program, becoming a clinical site for nursing students, and continuing to meet the health needs of our students.

2000-2001 ANNUAL REPORT

library & learning resources

library/learning center/tutoring/writing center/ CAI lab/information competency

"That old fifteen-minutes of fame thing--that's from the Bible, isn't it?"

Library and Learning Center Tops

The Library again ranked # 1 in recognition, use and satisfaction on the campus Student Survey, with the Learning Center close behind.

More Students Get Research Help

As a result of additional hourly librarian funding through PFE, two librarians rather than one were available at the reference desk during peak hours. As a result, there was a 23% increase in the number of students who received help with their research.

Library Use Approaches One Million

Library use approached one million visits, including both in-person visits and remote accesses. We anticipate that by 2002, 50% of the Library's use will be via online access. This year, 45,000 books and CDs were checked out, and 30,000 reference books and 16,000 reserve books were used on-site. Licensed databases--all now Web-based--were used 226,000 times and the virtual library web site was accessed 110,000 times.

Learning Center

Use of the Learning Center increased to nearly 160,000 visits and 70,000 student contact hours, over 1,700 more than last year. Use of the Writing Lab in particular increased from 2,300 to 3,700 student contact hours. 270 student tutors provided individual and in-class tutoring to more than 6,000 students. In the CAI Lab, 660 challenge make-up exams were administered. More students are using online course materials and fewer are using videos.

More FTES from L & LR Programs

Library and information competency programs accounted for 202.2 FTES this year. Learning Center programs accounted for 130.7 FTES.

Lab Techs in Library

For the first time ever, the Library had instructional lab techs available to help students. There was a 114% increase in the number of students who received computer and printer assistance, thanks to Mike Arvizu, Kathie Bender, Kit Crawford, Rosalin Matthewsian and Joe Wong.

Workshops Improve Grades

An Institutional Research study continued to show a significant relationship between the Library's information competency workshops and performance in ESL 151, English 120 and English 101. ESL 151 students who took library workshops in fall 2000 had a pass rate of 88% vs. 68% for those who did not take the workshops; in spring 2001 the pass rate was 72% vs. 64%. English 120 students had a pass rate of 66% vs. 57% in fall; 73% vs. 54% in spring. In English 101 the pass rate was 81% vs. 65% in fall; 71% vs. 59% in spring. For students who went on from English 120 in fall to English 101 in spring, those who had taken library workshops in the fall had a success rate in English 101 of 77% vs. 58% for those who had not taken the workshops.

Information Competency

GCC Library's leadership in information competency in the State was evident at the BOG information competency conference in April, and at the statewide Academic Senate hearings in March. 3,835 students attended library workshops this year (an increase of 11%) and 642 attended class orientations. 30 students including several faculty members took Library 191, a new course this year. Self-paced library worksheets were developed for PACE English 101 students; 50 students participated. Three two-hour workshops were developed for GCC faculty and staff; 37 people attended the workshops.

Women's Resource Center

The new Jeanne Cunningham Women's Resource Center is located near the center of the main floor of the library. It was funded by a gift from Jeanne E. Cunningham, Professor of Psychology. Donations to the Jeanne Cunningham Women's Resource Center fund can be made through the Foundation.

New Virtual Library Services

Students now have automatic access to the library's licensed databases without having to fill out a form and wait for their request to be processed. This "remote patron authentication" methodology was developed as a model for the system through a TMAPP grant. In addition, a 24/7 self-help reference question database is being developed for the library's web site. Real-time "ask a librarian" e-mail reference service is already available. 118 students made use of e-mail reference during the year.

New Databases & E-Books

Lexis/Nexis, Biography Research Center, EBSCO Health Source/Nursing, Access UN, Project Muse, SIRS, A Matter of Fact, and Grove Encyclopedia of Astronomy and Astrophysics bring the total of licensed databases to 20. Most are available from home. Also new is a collection of over 600 electronic books and access to 3,500 public domain titles through NetLibrary.

LB313 Seat Load Increased

The Library instruction room (LB313) was reorganized so that all seats face the front of the room. The seat load was increased to 27, with a computer for each student. All library classes use active learning methods involving hands-on computer use.

Learning Center & CAI Lab

With the relocation of Assessment to its new quarters, the CAI lab moved into AD 226. All the Learning Center departments - tutorial services, the writing lab, and the CAI lab - are now contiguous and have a single entry.

Tutors in Combined Classes

Student tutors are now being used to enable instructors to combine several low-enrollment classes, with concurrent lectures and labs. Self-paced math class instructors are adding as many as 75 students to their classes by using tutors.

Learning Center Mini-Courses

102 students took English 182 (vocabulary) and English 183 (grammar), interactive open entry/open exit self-paced mini courses in the CAI lab.

Welcome Deborah Moore!

Instructional Librarian Deborah Moore was hired to replace Sethuraman Ramchandran. Deborah will be in charge of the library's information competency workshops and credit courses (Library 191 and Library 101). Deborah has a MFA and taught English at a community college in Washington before getting her MLS. For the past three years she has been a librarian at Cal Lutheran, where she developed their information competency program. She will also be our liaison with the Social Sciences Division. Her extension is 5759.

"On the Internet, nobody knows you're a dog."

RETENTION SERVICES

The Office of Retention Services completed its first full year of operation and relocated to AD 124. In Fall 2000, we contacted 2,332 students via mail and 1,071students by phone. In Spring 2001, we contacted 15,452 students via mail and 836 students by phone. These outreach efforts were made to welcome students to GCC, provide information and referrals to other college services, or to invite and assist students who want to return to school. The college's overall retention rate increased 1.2%. For new students, the increase was 4.7%.

RETENTION SERVICES ACTIVITIES

Accomplishments for the Academic Year 2000-2001

The Fall 2000 to Spring 2001 retention rate was 69.2% for all students. The rate for the previous year was 68% (in the Campus Profile).

For first-time students only, the Fall 2000 to Spring 2001 retention rate was 73.7%. The rate for the previous year was 69%.

	Fall 2000		Spring 2001	
	Letters	**Calls**	**Letters**	**Calls**
Dropped All Units	638	181	410	37
Early Alert				147
FAST Program		47		50
Non-returning Student	786 (Spring to Fall)	74	3383 (Fall to Spring)	130
New Student Welcome	201	347	2876 (2 letters ea.)	49
Orientation & Assessment Reminders		422		
Probation – Referral to Services	707		783 P2	104
Priority Reg. Eligible			8000	67
Referred by Staff				6
Referral-Tracking Call				135
Tuition Fees Reminders				111

(See Tracking Retention Efforts in Tracking Folder)

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Tracking Retention Efforts

New Student Welcome (Letters from Dr. Davitt and Dr. Knight)
Spring 2001
Number of letters: 5752 (2876 students)

Summer 2001
Number of letters: 8296 (4148 students)

Fall 2001
Number of letters: 8714 (4357 students @ 7/19/01)

Dropped All Units:
Fall 2000
Number of **calls:** 111
Students enrolling in 2nd 9-week classes in Fall 2000: 5 (5%)
Students enrolling Spring 2001: 44 (40%)
Students completing at least 1 class in Spring 2001: 124 (18%)

Number of **letters**: 682
Students enrolling in second nine-week classes in Fall 2000: 23 (3%)
Students enrolling in Spring 2001: 188 (28%)
Students completing at least 1 class in Spring 2001: 124 (18%)

Spring 2001
Number of **calls**: 37
Students enrolling in 2nd 9-week classes in Spring 2001: 0 (0%)

Number of **letters**: 410
Students enrolling in 2nd 9-week classes in Spring 2001: 3 (1%)

Phone calls in Fall 2000 were more effective than the letters, and spring enrollment rates were fairly good (40% for the called students).

Non-returning Students

Spring
Number of Letters: 1596
Number of Calls: 130
Number registering for Summer 2001: 102 (6%)
Number registering for Fall 2001, (as of 7/31/01): 110 (7%)

Number of surveys mailed regarding scheduling: 3383
Number of returned surveys regarding scheduling; 117

Non-returning Probation Strike I
Fall 2000
Number of letters: 696
Students enrolling in 2nd 9-week classes in Fall 2000: 4 (1%)
Students enrolling in Spring 2001: 54 (8%)
Students completing more than zero units in Spring 2001: 33 (5%)

Spring 2001
Number of letters: 906
0 enrolled in second 8- or 9-week classes
Students enrolling in Summer 2001: 32 (4%)
Students enrolling in Fall 2001 (as of 7/30/2001): 45 (5%)

.....STUDENT AFFAIRS

The Office of Student Affairs administers a wide variety of services and activities to help students broaden their educational experiences at Glendale College. Specifically, the office provides administrative oversight and support to the Glendale College Bookstore; ASGCC Business Office; Scholarship Program; Service Learning Center; Early Childhood Education Literacy Program; Tell Me a Story; Tutors Today, Teachers Tomorrow; and the Men's and Women's Athletic Programs. Additionally, office staff is responsible for the supervision and advisement of the Associated Students of Glendale Community College (ASGCC), and providing leadership and direction for the development of a comprehensive campus activities and student leadership program.

ASGCC BUSINESS OFFICE

1. Secured new and improved vending machine agreements for the ASGCC. Awarded three-year contracts to North County Vending for snack machines, and Coca-Cola for cold beverages. The ASGCC continues to dedicate vending machine revenues to student scholarships, the annual ASGCC budget, and various campus projects and programs.

2. Administered more than 500 budget and deposit accounts for the Bookstore, ASGCC, GCC Scholarship Program, student clubs, and various District departments and organizations.

ASSOCIATED STUDENTS OF GLENDALE COMMUNITY COLLEGE (ASGCC)

1. Provided funding from the ASGCC budget totaling $218,000 to support more than eighty campus departments and programs.

2. Hosted a grand opening party and dedication ceremony for the entire campus community to celebrate the completion of the new J.W. Smith Student Center and GCC Bookstore. The ASGCC made major contributions to the completion of the building with investments of more than five years of participation in the planning process, and more than $3,000,000 toward the construction costs. Along with the Office of Student Affairs and GCC clubs and organizations, the ASGCC moved its operations into the new building in January 2001.

3. Supported the GCC Scholarship Program by awarding fifty ASGCC grants-in-aid totaling $10,000, and twenty ASGCC Academic Achievement Awards totaling $4,000 to GCC students. Allocated seed money in the amount of $15,000 to help establish ten new perpetual GCC scholarships.

4. Awarded $35,000 in Campus Project Support (CPS) grants to twenty-three college programs. Included among the funded projects were an all-terrain wheelchair for use by disabled students in the Baja Field Studies program; a mapping device for the Physical Science Division; human bone sets for the Biology Division; bullet proof vests for the GCC Police Department; and new mannequins for the Nursing and EMT programs.

5. Sponsored a highly successful activities calendar that included more than forty educational, social, and cultural events during the fall and spring semesters. Most notable among the ASGCC-sponsored events were on-campus forums featuring candidates for the State Assembly, State Senate, and GCC Board of Trustees elections.

6. Members participated in numerous leadership development activities including the Fall2000 and Spring 2001 ASGCC Leadership Retreats, CCLC Student Trustee Workshop, CCCSAA Leadership Conference, Governor's Conference for Women, SDSU Leadership Institute, CalSACC Spring Legislative Conference, and the 2001 Lobby Day in Sacramento.

7. Expanded marketing efforts to improve faculty, staff, and student awareness of ASGCC-sponsored programs and services. Marketing efforts included the publication of a monthly newsletter entitled *The Student Leader*, an ongoing outreach program that included regular classroom visitations and recruitment presentations, and a redesigned ASGCC web page.

8. Coordinated a highly successful Inter-Organizational Council (IOC) that helped expand the campus club program to more than twenty-five student organizations. Provided $8,000 in Special Organization Support (S.O.S.) funding for club-sponsored activities and projects.

BOOKSTORE

1. Bookstore employees worked around-the-clock to move from the former store location, unpack inventory and equipment, set up the new store, and open up for business in time for the Fall 2000 rush all within a two-week period.

2. Greatly expanded the inventory of used textbooks which meant increased savings for students. Rated the third highest purchaser of used textbooks out all colleges and universities in California by the largest used book wholesale company in the college store industry.

3. Revamped the GCC Bookstore web site to include online textbook purchases, reservations, and mail orders.

4. Expanded the inventory of non-textbook items including clothing, gifts, computer software, and school and office supplies. Introduced special order services for office supplies for campus departments and students.

5. Decreased waits in line by purchasing new cash registers that increased the number of register stations to 15 during rush periods. Streamlined credit card sales with the implementation of new credit card software that greatly reduced the transaction processing time.

6. Enhanced store security with the purchase and installation of a security camera system that monitors activity on the retail floor, in the stock room, and on the loading dock.

MEN'S ATHLETICS

1. The Men's Cross Country team won their fourth straight Western State Conference (WSC) championship. In addition to winning their tenth conference title in the past fourteen years, the team placed second in the Southern California Championships, and third in the State Championships. Four team members garnered All-American honors, while seven received All-WSC recognition.

2. The Men's Soccer team were co-champions of the Western State Conference (WSC). Ten team members received All-WSC team honors.

3. The Vaquero football team completed a successful season by placing one athlete on the J.C. Grid-Wire All-American team as well as the All-State team, while twelve team members received All-WSC honors.

4. The Men's Basketball team advanced past the Southern California Regional Playoffs and into the State Championship Tournament in Stockton for the first time since 1985. Team members included the WSC Southern Division Player of the Year, and four All-WSC selections. A highlight of the season was head coach Brian Beauchemin reaching the 400-win plateau in his twenty-second year of coaching at GCC.

5. The Men's Baseball team won the WSC Southern Division championship for the third time in four years and set a school record with a 32-12 won-loss record. First-year coach Jon Strauss was named WSC Southern Division coach of the year, while eleven team members received All-WSC honors.

6. The Men's Track team ran to a twelfth place finish at the State Championships led by four runners who earned All-American honors, three who were WSC champions in their individual events, and one who was the Southern California champion in his event.

7. The Men's Tennis team finished in a three-way tie for the WSC championship which helped earn Coach of the Year honors for head coach, Bob Donaghy. Team members won the WSC singles and doubles titles, as well as the Southern California regional doubles title.

SCHOLARSHIP PROGRAM

1. Students received a total of $285,172 in scholarships, grants, and other awards during the year. Of this total, the GCC Scholarships accounted for $275,010. Alpha Gamma Sigma awarded $8,135, the Baja California Field Studies Program gave out $1,627, and LACTE distributed $400.

2. The Scholarship Office processed a total of 600 scholarship applications. Awarded 451 individual scholarships or grants to 393 students, both record totals.

3. Awarded sixteen brand new scholarships with awards totaling $4,500.

SCHOOL RELATIONS AND STUDENT OUTREACH

1. Conducted 140 on-site advising visits at area high schools throughout the school year including 59 visits during the fall semester, and 81 spring semester visits.

2. Provided pre-enrollment advising services to 1,250 students from 70 high schools in the Glendale and Los Angeles areas.

3. Organized and conducted 35 campus tours.

4. Represented GCC at 18 college fairs, including the National College Fair.

5. Coordinated the first annual "Start Smart Day" day at GCC, an open house and college planning conference for high school students and their parents. Approximately 125 students and parents, and an additional 200 middle school students from the GEAR UP program attended the event.

6. Improved staffing through the hiring of a full-time clerical assistant (shared with Retention Services), seven Student Ambassadors, and three student assistants.

SERVICE LEARNING CENTER

1. Conducted approximately 135 orientations and placed more than 1,100 students in service opportunities in various nonprofit organizations in Glendale and surrounding communities.

2. SLC staff presented workshops on service-learning and integrating service learning into the curriculum for faculty at Diablo Valley Community College, Los Angeles Trade Tech, Los Angeles Harbor, and Azusa Pacific University.

3. Organized the fall and spring semester Volunteer Fairs that included representatives from thirty non profit agencies to promote service learning opportunities for GCC students.

4. Expanded the GEAR UP tutoring program to serve more than 400 students at Washington Irving Middle School and Eagle Rock Middle School. Coordinated training and reflection activities for 75 GCC students who served as GEAR UP tutors.

5. Coordinated the training of 85 students and their placements in local schools for the Students Talk About Race (STAR) program.

6. Sponsored and advised a new student organization called the Active Charities Team (ACT) which conducted regular food, clothing, and toy drives in support of various programs within the City of Glendale. One such effort resulted in the collection of more than 2,000 cans of food and 10 bags of clothing for the needy.

7. Staff members remained active in numerous community programs and initiatives including Public Policy and Civic Education training for Project Citizen, the Glendale Youth Coalition Provider's Network, Planting the Seeds of Peace Conference, Tell Me A Story Advisory Board, and the Los Angeles County Health and Human Services Community Needs Assessment.

STUDENT AFFAIRS OFFICE

1. Processed 260 emergency student book loan applications and awarded more than $25,000 in book loans or grants to needy students.

2. Processed more than 200 activity requests from campus organizations and assisted in the planning and coordination of these events.

3. Handled thirty-eight student discipline cases, four of which were referred to the Campus Judicial Board for formal disciplinary hearings. The four accused students in these cases were expelled from the college for good cause.

4. Coordinated the ASGCC Honors and Awards Banquet at the Castaway. More than 320 faculty, staff, administrators, students, and scholarship sponsors attended the event to honor the outstanding students of 2000-2001.

5. Hired the college's first full-time Student Activities Coordinator to supervise the campus activities and student leadership programs, serve as the staff advisor to the ASGCC and its various subcommittees, and oversee all student clubs and organizations.

TELL ME A STORY (AmeriCorps)

1. Recruited 60 students to complete 900 tutoring hours, and 16 students to perform 450 tutoring hours in eleven local elementary schools. The program enjoyed a 92% member retention rate.

2. Provided one-on-one literacy tutoring and an after school storytelling program to 456 first through third graders in eleven local elementary schools.

3. Proposed and secured an AmeriCorps grant renewal for 2001-2002 from GO SERV.

4. Program members performed 500 hours of community service with Free Arts and Social Care at the Edmund D. Edelman Children's Court, and Kidspace Museum. Additionally, members participated in the monthly storytelling programs hosted by the Glendale Public Library and Glendale YWCA for victims of domestic abuse.

5. Program members participated in four national service days including Make a Difference Day, Martin Luther King, Jr., Day, Cesar Chavez Day, and National Youth Service Day.

6. Secured a $35,000 grant to coordinate service learning activities and host the first annual Cesar Chavez Day of Service and Learning for the Los Angeles Regional AmeriCorps Collaborative.

TUTORS TODAY, TEACHERS TOMORROW (TRDP/AmeriCorps)

1. Successfully secured a Teaching and Reading Development Partnership (TRDP) grant in the amount of $349,920 to launch the first year of the T-4 program.

2. Established grant partnerships with the Glendale Unified School District and California State University, Los Angeles.

3. Fifty-four students enrolled in the very first T-4 class, thirty-five of whom completed 450 hours of tutoring for approximately 162 K-6 graders in four local elementary schools. In addition, each tutor completed between 12-17 units of required course work in the fall and spring semesters.

4. Established Future Teacher Clubs at Glendale High School, Hoover High School, Crescenta Valley High School, and Clark Magnet School.

5. Successfully articulated the curriculum for the Multiple Subject Blended Liberal Studies major at CSULA.

6. Proposed and received a 2001-2002 grant renewal from the Chancellor's Office and AmeriCorps.

WOMEN'S ATHLETICS

1. The Women's Cross Country team won its third WSC championship in four years. The team featured two All-Americans and six All-WSC runners. Head Coach Eddie Lopez was named the WSC Coach of the Year.

2. The Women's Soccer team finished third in the WSC and named nine players to the All-WSC team.

3. The Women's Basketball team set a school record for wins with 18 and advanced to the second round of the Southern California regional playoffs. The team featured one All-State and three All-WSC performers.

4. The Women's Track team placed twelfth in the team competition at the State Championships. Additionally, team members won two individual event titles at the State Championships, two at the Southern California Championships, and three in the WSC Championships. Team members included two All-Americans and the WSC Women'sTrack Athlete of the Year.

5. The Women's Softball team placed four athletes on the WSC All-Conference teams.

6. The Women's Tennis Team advanced one team member to the quarterfinals of the State singles tournament, and featured one All-American performer.

ACADEMIC COUNSELING

Academic Counseling developed a new and exciting web page this year with personalized pages for each counselor in Academic Counseling. A new on-line orientation program was also added last spring. To date, over 130 new students have participated in on-line orientation and have received priority points toward registration. Academic counselors piloted the automated Educational Plan software and will be able to prepare Ed Plans directly on their computers for students. Academic counselors served over 17,000 students on a drop-in basis and 8,830 by appointment.

ADULT RE-ENTRY

The Re-Entry program at Glendale Community College has completed 33 years of service to new and returning students desirous of fulfilling their education goals. Mentoring, workshops, scholarship awards (57 this past year), orientations and many additional services continue to focus on the objects and mission of our program. Our department is also responsible for directing and advising the Glendale Community College Alumni Association and has done so for the past two years.

CAREER CENTER

The Career Center has provided 13,094 students a link between the academic world and the job market, plus an additional 2,120 online contacts with our newly added web site. Career counselors have taught full capacity Student Development classes and assisted over 2,500 students with career assessment inventories, resume/job search advisement and academic planning. A total of 693 community members and students attended various workshops and tours. The new Choices computer career planing program was installed, which adds to the state-of-the-art library of books, catalogs, directories, videos, CD-ROMS, including computerized career programs Discover and Eureka. In addition, 30 College Services departments attended the Center sponsored Student Services Fair.

INTERNATIONAL STUDENT PROGRAM

The International Student Program generated revenue in excess of $2,500,000 this year and the enrollment continued to grow. 330 F-1 visa students enrolled in the Summer 2000 sessions, 567 students enrolled in the Fall 2000 and 548 in the Spring 2001 semesters. A new brochure was produced, along with improvements to the "International Students" section of the GCC web site. The program has increased its marketing, advertising and recruitment efforts to key countries and regions overseas, while enhancing outreach with local English language companies.

STUDENT EMPLOYMENT SERVICES

Students and alumni contacts in 2000-2001 were over 11,000 in the office, plus an additional 35,927 online. We posted 27,214 jobs through our association with MonsterTrak (formerly JobTrak) and sponsored a job fair that attracted 60 employers and a great number of students. We continue to sponsor recruitment by individual companies having 29 recruiters visit the campus this year. Many other job announcements from government and nonprofit organizations were also posted. The small percentage of students placed off campus that we have been able to confirm will have combined yearly earnings of over $1,000,000. A Macintosh computer was added to the SES lab to be used by students for their job search. We hired 1,114 student assistants with a combined 246,796 working hours and earned a total of $1,543,178.

TRANSFER CENTER

The Transfer Center served over 5,000 students with a variety of academic needs including transfer counseling, college applications, articulation, catalogs and transfer processing. Evening counseling coverage was expanded and the Center is now open four nights a week to serve the increased demands of students. The staff was also increased with the addition of an adjunct counselor and a full-time counselor assigned 50% to the Center. University representatives continued to meet with students every day and included evening hours. The Center was awarded an ASGCC grant for campus tours to six local universities. The Resource Library of college/university catalogs increased its size dramatically. In the Fall and Spring semesters, the Transfer Fairs were very successful with an increase in the number of colleges represented.